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ABSTRACT This text contains 65 lessons in Twi for the student of Twi as a second language. The principal emphasis of the lessons is in developing skills in the spoken language, and study is preferable with a native speaker of the language. The use of English is to be avoided except when absolutely necessary. Because of the attention given to oral skills, the teaching of formal grammar is also avoided; and blackboard notes are not to be provided for the students to copy. Each lesson is structured around a specific situation or topic, such as greetings, the market place, or the parts of the body, and occasionally around an element of grammar. Repetition is the basic method used. In terms of lesson format, students repeat a given dialogue after the teacher, and then memorize it. Substitution drills and question-answering are used to reinforce what the student has learned. Review lessons are interspersed at regular intervals.
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SPOKEH TWI

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NON-TWI BEGINNERS

A.C DENTEH

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GENERAL HINTS

DON'T USE THIS BOOK until these "Ten Commandments" and the "Suggested Methods" have been carefully read:-

1. The book should be studied under someone who speaks Twi, preferably a native speaker.
2. In the course of the lessons, the use of English should be avoided except where it cannot be helped.
3. The ultimate aim is to help the Learner to speak the Language. Therefore the main principle of teaching is that of DIRECT METHOD, with a lot of REPETITION by which the Learner is urged to say the same thing correctly over and over again.
4. The lessons have been designed to last an hour. If well handled, it should be mastered within the given time. Rushing through, especially in the first ten lessons, should be avoided.
5. The Instructor is warned not to introduce too many new words, that is, words which have not been dealt with before, into the new lesson. Some of the words may have been dealt with elsewhere in the book. A record should be kept of the new words introduced.
6. One temptation connected with this (No.5) is that of trying to answer digressive questions from the Learners. I should say that answers should be given only to those questions which are considered to be answerable.
7. Effort should be made to avoid the teaching of formal grammar. The Learners will eventually get to know the tenses, etc. through the exercises and drills in the book.

5. Every subsequent lesson should provide an opportunity for the revision of the previous Lesson(s). Revision always.
9. Blackboard notes for Learners to copy are not to be given; even the Learners themselves are to be discouraged from taking their own notes in class. Some of the Learners may oppose this idea. But it has been observed that generally those who depend on their notes are the ones who miss the main object of these lessons. However, Learners could built up their own English-Twi Dictionary in their note books. Another thing to be encouraged is the recording of the various speech-drills and practices for private rehearsal.
10. Attention should be strictly paid to the "Notes", especially to those portions recommending diagrams, sketches, tabular drills, etc.

1. Conversation: i. The Instructor reads the parts of A. and B., and the Learners repeat those after him, line by line. One of the objects for this is enunciation. The "Conversation" is explained in English. The Instructor then takes the part of A while the Learner takes that of B; they go through the whole dialogue; and then another Learner, and so on, until each gets a turn. ii. The dialogue may be acted, a Learner or a pair at a time.
2. Sentence Drill: i. The Learners read the lines after the Instructor. ii. The individuals then try them in turn, until all the lines are mastered. They may be repeated over and over again.
3. Sentence Practice: i. and ii. (As in 2, i and ii). iii. Through leading questions by the Instructor, the sentences may be applied to other situations, or may be used as patterns for the Learners' own sentences.

N O T E

It is one thing to be able to read and understand the Twi Language; and quite another thing to be able to speak it. The emphasis here is on THE ABILITY TO SPEAK THE TWI LANGUAGE, and therefore all efforts should be geared to this objective.

IMPORTANT: Each time, ask yourself:

- i. Do the Learners understand what I've taught them?
- ii. Will they be able to say correctly what has been taught?
- iii. Can they use what has been taught or adapt it in their conversations?
YOU HAVE DONE YOUR WORK ONLY IF YOUR ANSWER i,
ii, iii IS YES.

A.C.D.

LESSON I

Admittance and greeting formalities

The Learners should close their books and repeat the following after the Instructor who will explain what they mean:

1. A. Agoo! (i)
B. Amee! (ii)
 - A. Owura, maakye (iii)
B. Yaa, Eson. (iv)
2. The Instructor will, at this stage, call attention to:-
- (a) The other forms of (i) above: Kokoko!(and knocking at the door).
 - (b) The other forms of (ii) above: (a) Hwan a? (Ans. Eye me, John)
(b) Bra mu.
 - (c) The other forms of (iii) " : Owura (Mr.), Awuraa (Miss, Mrs., Madam).
maakye, maaha, maadwo.
 - (d) The other forms of (iv) " : Yaa, Eson; Yaa, onua;
Yaa, agya; Yaa, ena;
("Yaa, awura" may be added).

Note: The dialogue, with the new variations, should be acted over and over again. Each Learner should have a turn.

LESSON II

A and B ask each other about their health: B asks A to have a seat:

3. The following dialogue should be explained and taught with the ultimate aim of getting the Learners to commit it to memory.

- B. Wo ho te sen?
A. Nyame adom, me ho ye.
Na wo nso ε?
B. Me nso me ho ye.
A. Yoo, yeda Oryame ase.
B. Mepa wo kyew, tena ase.
A. Yoo, meda ase.

4. (a) The Instructor should call attention to:

Nyame adom, mepa wo kyew,
tena ase, meda ase, meda
ase pii/iii

- (b) The Instructor and the Learners should change parts, A. and B, and rehearse the dialogue. The Learners may practise in pairs; and finally, the dialogue should be acted over and over again until it is mastered.

LESSON III

Revision of Lessons I and II

5. (a) Variations of "Wo ho te sen?" are to be taught

A.

B.

i. Wo ho te sen? (Response)	Nyame adom, me ho ye.
ii. Wo ho ye? "	Anne, me ho ye.
iii. W'apo mu ε? "	Bokoo..
iv. Apo'm'? "	Bokoo..
v. Mpø mu ε? "	Bokoo..
vi. Wo honam mu ε? "	Bokoo..

(b) Lessons I, II and III combined are to be acted by the Learners in turn, using any of the variations learnt.

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LESSON 11.

6. The numerals, 1 to 10 are to be taught. These cardinals are:-

biako, m'ieno, mmianu, emu/emu,
enum/enum, nsia, nson, n. tao, nkron,
edu.

Notes: i. Enan, Ehun and Edi are usually used in the initial position only; nnan, enum, and di are used medially or finally.

The rest of the numerals can be initial, medial or final.

ii. The counting should be done over and over again; the idea is to get the names of the numerals committed to memory.

7. (i) Names of objects:

(a) with "a-" plurals: (b) with "n-/m-" plurals

apono	(pl) apono	akonwa	(pl) nkronwa
adan	" adan	ataades	" nttaades
ekwan	" akwan	akoko	" nkoko
eboo	" aboo	dua	" nnua.

(c) Both the singular and the plural forms are the same:-

sidi

aniya

mpasawa

asuo.

(ii) Drill: apono mmianu; nttaades nsia; sidi nkron; mpasawa nwatre; akwan nsia; nkoko nnua; n.a.

5. A short dialogue in the language:

i. A. Yefre wo kofi, wete wo sen?

B. Yefre mo Kofi.

Na wo nso yefre wo sen?

A. Yefre mo Kwame.

ii. Note: The essential expressions in the passage
are to be learnt off by heart.

9. The names of the days of the week: (to be repeated
after the Instructor)

Kwasinda, Edwenda, Ebeneda, Nkuada,
Yeveda, Efida, Memenda.

10. Variants of No.8 - "Yefre wo sen?":

A. Wode sen? (Answer) B. Mede Kofi.

Wo din de sen? " Mé din de Kofi.

Note: No.8 may now be revised with the variants in
No.10.

LESSON VI

11. i. The Week-day names for the Akans are:

DAY	Hausa	Fula
Sunday: Kwadieku	Kwadieku	Kwadieku
Monday: Edwedu	Edwedu	Edwedu
Tuesday: Efemede	Efemede	Efemede
Wednesday: Lukudu	Lukudu	Lukudu
Thursday: Yaworlu	Yaworlu	Yaworlu
Friday: Efiedu	Efiedu	Efiedu
Saturday: Mammede	Mammede	Mammede

ii. Example: A boy born on Friday is "Kofi", and a girl born on Wednesday "Akua".

12. Masculine names: Kofi, Mensu, Poku, Kwadieku, etc.

Feminine Forms: Mensu, Nansa, Pogba, Gwadieku, etc.

13. Further drill:

A. Yefre wo senti? B. Yefre - Gwadieku, etc.

Note: By tracing one's week-day and name on one's back, one could get at one's Akai name; e.g. the girl born of a girl-born on Friday gets the name Ifi, or Maany.

15. A. Mafiri Americano - Mafiri Amerika

A. Repetition of words, etc.

B. Return question.

C. New words and their meanings.

D. Definition.

15. B. Mafiri Americano - Mafiri Amerika

1. Yewa = Amerika,

O.S. = Amerika,

No. = Amerika,

2. Dabu = Republic of India

Three govt. = Government.

16. For practice:

A.

i. Mafiri Amerika

Amerika, mafiri Amerika.

ii. Yewa no doha

Dabu, yewa no doha.

iii. Ya helo yewa.

Yewa, ya helo yewa.

iv. Mafiri South Africa

Dabu, mafiri South Africa;

v. Mafiri Amerika

Mafiri Amerika.

vi. Caura, mafiri Amerika

Yenni aseda.

Note: The negative prefix, "mamfiri" has been introduced;

so also is the negative form of "Yewa". Yenni,

mamfiri, Yamfiri, mafifi, etc. etc. henceforth be

used for practice.

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LESSON VIII

17. i. A says good-bye to B:

A. Mer'ko. (Pronounced: meeko).

B. seesei?

A. Aane, mer'ko nhiamu.

B. Yoo, nante yie oo!

A. Yoo, ades kye a, meda ase.

B. Yenni aseda.

ii. Note: In the Akan society, you say "thank you" for a gift or a kind deed. Then the next morning

you come again to say "Thank you for the gift yesterday". Where this call would be impossible, you say, "Next morning, thank you" i.e. Thanks in advance for tomorrow for this gift": Ades kye a, meda ase.

18. i. A says "good night" to B:

A. Mer'kada: ades nkye oo!

B. Yoo, da yie oo!

A. Yoo.

ii. Note: (a) "Ades nkye oo" and "da yie oo" are to be learnt off by heart and practised.

(b) Revise No.11 above.

LESSON IX

19. (a) Sentence practice:

(i) There is a book on/under/by/in/in front of/
behind the table.

Nwona wo pono no so. (When this is mastered
introduce ase, nkyen, mu, anim, akyi; give
time to each in turn). Then introduce:

(ii) Sika wo pono no so; and

(iii) pensere wo pono no so. By demonstration,
use - ase, nkyen, mu, anim, akyi.

(b) Note: "wo" is the verb in use now. Later, in
L.X(iii), "da" and "si" will be added.

Other words for later adoption are "be"
"gu" and the like.

20. i. Revision of the numerals, 1 to 10.

ii. Further work: the numerals, 11 to 20; 20, aduonu
then aduasa, aduanan, aduonum,
aduosia, aduoson, aduowetwe,
aduokron, oha.

LESSON X

21. Sentence drill: No.19 continued.

i. Nwoma wo pono no so. [Also: ase, nkyen,
mu, anim, akyi]

Nwoma wo adaka no so.

Nwoma wo bato no so.

Nwoma wo lere no so.

ii. Mixed drill:

Nwoma wo pono no so. [Also: ase, nkyen, mu,
anim, akyi]

Sika wo adaka no so.

Pensere wo bato no so.

Buku wo lere no so.

iii. At this stage, the locative verbs, "da" and "si" could be introduced, one at a time, in place of "wo". These are to be used in the tables of No.19, and 21(i) and (i.i).

Note: Do you propose to use any visual aids to reinforce this lesson? Diagrams - actual objects, etc.?

LESSON XI

22. Pronouns:- I: me-, you: wo-, he/she/it animate;
· ɔ-, it inanimate: e, we: ye-, you (pl.): mo-,
they (human beings and animals): wo-, they inani-
mate: e- (nkon̄wa no wo he? Esisi dan no mu).

i.	Drill:	menom fanta	yənom fanta
		wonom fanta	monom fanta
		ənom fanta	wənom fanta
		ənom fanta	ənom fanta.

ii. To be used for further practice:

- | | | | |
|-----|-----------|-----|------------|
| (a) | di paahoc | (d) | pe aduane |
| (b) | ko Nkran | (e) | sə higlife |
| (c) | ba ūkuu | (f) | ka' kaa. |

e.g. medi paanoo

wodi paanoo

ɔdi paanoo

etc.

meko Nkran

yeko Nkran

moko Nkran

etc.

LESSON XII

23. (a) More drills in the use of the pronouns:
Sentence practice:

Example: Osa highlife

Wosa highlife

Yesa highlife etc.

Use the following constructions:

- i. di paanoo/dokonc/fufuo/emo/bayers/kelewele.
- ii. ko Nkran/Kumasi/Tamale/Sekondi/Tarkwa/Ho.
- iii. ba sukuu/ha/Legon/fie/nhyiamu/asore.
- iv. ps aduane/dwom/asa/nkatese/w'asem/kasa.
- v. sa highlife/adowa/soul/calypso/pachanga/swing.
- vi. ka kaa/kete kye/basekeré/ponko/aeroplane - wiém-hyen.

(b) The pronouns in sentences: Questions and answers:

Note: i. Deen (what)? e.g. wowo deen? (lit.)

You have what?

ii. He (where)? e.g. Woreko he? (lit.)

You are going where?

Pattern: A. Nodi deen? B. Medi fufuo (etc.)

Ope deen? Ope kasá.

Yesa deen? Yesa highlife.

Oba he? Oba asore [etc.etc.]

Please use the "Constructions" in (a) i. to vi., and those of your own.

LESSON XIII

24. To be studied: Day, Week, Month, Year.

i. Singular Plural

eda	nna
dapen (nnawotwe)	adapen (nnewotwe)
bosome	abosome
afe	mfee

ii. (a) da koro, nnanu, nnansa, nnanan, nnanum,
nnansia, nnanson, nnawotwe, nnankron, dadu.

Note: The following are also possible, though they
are not in current use: nnanienu, nnamiensa,
nnanwotwe, etc.

(b) dadu, adaduonu, adaduasa, adaduanan, adaduonum,
adaduosia, adaduason, adaduwotwe, adaduskron,
nna cha.

Note: "134 days": Nna cha aduasa nnan.

iii. dapen biako, adapen mmienu, adapen
mmiensa, etc.

iv. bosome biako, abosome "abosome mmiensa, etc.

v. Afe biako, mfee mmienu, mfee mmiensa, etc.

25. i. a atwam. ii. a ereba.

iii. ne fa/ne kakra.

For practice: (a) Edwoada a atwam yi.

(b) dapen a ereba yi.

(c) adapen 2 a atwam yi.

(d) abosome 2 a ereba yi.

(e) abosome 4 a atwam yi.

(f) afe a ereba yi.

(g) bosome ne fa; adapen mmienu
ne kakra; etc.

LESSON XIV

26. A and B ask each other how long they have been here

- A. Nobaa ha, akye?
B. Aane, akyere kakra.
Madi afe ne kakra.
Na wo e?
A. Nebaa ha, enkyere;
madi abosome mmienisa pe.

27. Notes: (a) i. The nearest meaning of "kye" in English is "to tarry" - "be tardy"; it is usually used intransitively.

ii. "Kye" at the lexical level has two forms: kyere - when followed by a modifier; and kye, when it occurs at the final position. (Makyere pii; woakyere). Either form in each tense should be studied separately.

(b) Another form of "Madi afe" is "Manya afe".

(c) The "pe" in this conversation means "only".

(d) The conversation may now be practised with: manya afe; madi afe ne fā; madi abosome mmienu ne kakra; madi nnanan pe. etc.

LESSON XV

28. A and B ask each other what they do:

- A. Mepa wo kyere, woyo adwuma ben?
- B. Mekyere adee. Na wo nso woyo adwuma ben?
- A. Merye adwuma: mesua adee.
- B. Mesua deen?
- A. Mesua asa wo Legon.
- B. Yoo, eye. Mer'ko.
- A. Yoo.

29. Notes: (a) i. yo adwuma: to work. (Meyo/menyo
adwuma Tema)

ii. Kyere adee: to teach. (Okyerakyereni:
Teacher).

iii. Sua adee: to learn.

(b) In "kyere adee" and "sua adee", if the
object is named, it should replace the
"adee" in the construction. e.g. Mesua
Geography, Osua Twi; mekyere nkontabuo,
mekyere Borofio.

Similarly the "object" replaces "adwuma"
in the "yo" construction, e.g. Meyo afuo,
meyo pono, mey~~o~~ akonnwa, Oyo aduane.

LESSON XVI

30. A finds B at work, in the morning, and gives him the appropriate greeting:

- A. Adwuma oo!
- B. Adwuma ye!
- Due ne awo oo!
- A. Yaa, eson.

31. Notes: (a) i. A. Due ne awo. B. Yaa, eson.

ii. A. Due ne wia. B. Yaa, eson.

iii. A. Due ne nwunu B. Yaa, eson.

32. Common adjectives: ketewa, ksesee, dede, fefe.

For practice: i. Abofra ketewa ii. ketewa.

Onipa ksesee ksesee.

Aduane dede dede.

Ntoma fefe fefe.

Note: i. "rwononwono" and "tantane" may be introduced.

ii. "dede", "fefe" etc. occur immediately after the nouns they qualify; e.g. aduane dede, ntoma fefe (but aduane ye de; ntoma ye fe).

LESSON XVII

33. A and B at the Post Office, Accra, and they ask each other where they live:

- A. Mepa wo kyaw, wote he?
- B. Mete Legon.
- A. Ekwan ware?
- B. Aane, wofiri ha rekɔ a, aware.
Na wo nso wote he?
- A. Mete Osu. Wofiri ha rekɔ a, aware.
- B. Ampa a?
- A. Aane.

Note: Words to be explained: ware, firi ha; ampa (really, sure!)

34. Colours for practice: i. nwoma kokɔ ii. Kofi wo ...
 ntoma tuntum Amma wo ...
 mpaboa fufuo John wo ...

Note: There is opportunity here to revise the adjectives treated under No. 32 above.

LESSON XVIII

35. Where: she?

- (a) i. A. Ehe na wote? B. Mete Osu
Ehe na wor'korɔ? Mer'ko Legon.
Ehe na Kofi kɔ sukuu? Okɔ sukuu Tema.
- ii. A. Ehe na wonim? B. Menim Kumase.
Ehe na yenom nsa? Yenom nsā wɔ fie.
Ehe na wosua adee? Mesua adee Tamale
- iii. A. Ehe na wodii paanoo? B. Medii paanoo Madina.
Ehe na wotɔ kosua Metɔ kosua yi Butterly,
yi?
Ehe na ofaa ketekye? Ofaa ketekye Nsawam.

36. Construction of sentences:

- i. Ehe na (Ans.) B.
Ehe na
Ehe na
- ii. wɔ he? (Ans.) B.
..... wɔ he?
..... wɔ he?

LESSON XIX

37. A asks B whether he can speak French:

- A. Mepa wo kyey, wote French?
- B. Aane, mete, Afei mete Borøfo.
- A. Me nso mete Borøfo; French dee, mente.
- B. French nye den.

38. For practice: i. French nye den.

Adwuma yi nye den.

Twi nso nye den.

ii. Greek ye den.

Kaa ka ye den.

Ahrabo ye den.

iii. French nye mmere.

Adwuma yi nye mmere.

Twi nye mmere.

iv. Greek ye mmere.

Kaa ka ye mmere.

Ahrabo ye mmere.

39. Note: i. Wonim French? Woka French? etc.

Deal with their answers also.

- ii. You may prepare your own material for practice on "Wote", "Wonim", and "Woka" in connection with Languages.

LESSON XX

40. A introduces C to B:

A. (To B.) Hyia Owura Mensa.

B. (Both B and C shaking hands)

Eye me arigye so mahyia woo.

C. Me nso saa ara.

Notes: i. Hyia: to meet. Kyea: to great.

ii. The dialogue is to be learnt off by heart.

41. Sentence drill: "Perhaps": Ebia.

Ebia obeba.

Ebia osuo beto nne.

Ebia yébenya bi nne.

Ebia ofae.

Ebia okaa saa.

Ebia ete saa.

Note: In English, "perhaps" can occur in an initial or medial or a final position. In Twi, it is not so; "ebia" occurs in an initial position only, as in the examples above.

LESSON XXI

42. A meets B at Christmas, the New Year, or some other festive anniversary:

A. Afirinhyia pa!

B. Afe nko mmeto yen bio!

Afeda sesee na yeahyia.

Aane, na yeri kyea yen ho sei bio!

43. Note (a) A. Afirinhyia pa! B. Afe nko mmeto yen bio!

(alternatives)

or

Afenhyia pa! i. Nfee ngu yen mfee so!

ii. Afeda sesee na yete ase.

iii. Afeda sesee na yeahyia
bio.

(b) "42" may be mastered first. Then "43" is discussed. The final step is to practise, using any of the forms discussed.

(c) Revise some of the previous lessons.

LESSON XXII

44. Sentence Practice:

Fa (...) to/si/gu pono no so/ase/mu etc.

- i. Fa nwoma no to pono no so.
- ii. Fa nhwiferen no si pono no so.
- iii. Fa ataadee no gu pono no so.
- iv. Fa pensere no to adaka no mu.

45. Revision: Adjectives, and colours:

(a) i. Ekwan tentene/tiatia.

ii. Prete kurukuruwa/trawa.

(b) i. Ataadee kakoo/tuntum/fufuo.

ii. Pensere kakoo/tuntum/fufuo.

iii. Duku kakoo/tuntum/fufuo.

iv. Nwoma kakoo/tuntum/fufuo.

(c) Sentences: Mewo wo Kofi dan mu.

..... Amma pono so. etc.

Note: Can you think of any aids for this lesson?

LESSON XXIII.

46. A and B ask each other whether they have been to Kumasi, etc.

- A. Woako Kumase pen?
- B. Dabi, menkoo ho da.
Na woaka ho pen?
- Aane, mako ho preko.
- B. Ekwani no ware?
- A. Aane, aware; eye akwansini oha aduosia nkron.
47. Notes: (a) i. Woako Kumasi pen? (Alternative)
Menim Kumase
(Answers): (a) Menim Kumase papaapa/yie.
(b) Mennim Kumase koraa.

ii. (Adverbial numerals): preko, mprenu, (mprena, mprenan, mprenum, mprensia, mprenson, mpreshwotwe, mprenkron, mpredu, mpredubiako, mpredumien, etc.)

iii. The Cardinal numerals, up to 1,000 to be treated.

(b) i. "Pen" normally goes with positives, and "da" with negatives, e.g. "Mahunu bi pen"; "Ontee da".

ii. "koraa" is used generally in negative constructions: e.g. "Mente asee koraa", "Wanhwa m'anim koraa".

LESSON XXIV

48. Sentence practice: Kyene; sene; More/less than;
bigger/smaller than; etc.

(a) i. Epono yi sua.

Kofi sua.

ii. Sidi sō.

Ne kurom sō.

iii. Kumase kwan ware.

Kwame ware.

iv. Yei yε.

Din pa yε.

v. Duku kokoo yε fe.

Paanoo yε de.

vi. Wo pensere yi yε kokoo.

(b) (Comparing:

i. Epono yi sua kyene biako no.

Kofi sua sene Amma.

ii. Sidi sō sene mpesewa 60.

Ne kurom sō sene kuro yi.

iii. Kumase kwan ware sene Tema dee.

Kwame ware sene ne nua no.

iv. Yei yε kyene biako no.

Din pa yε sene ahonya.

v. Duku kokoo yε fe sene duku tuntum.

Paanoo yε de sene dokono ahaa?

vi. Wo pensere yi yε kokoo sene me dee no.

Me nua no yε kokoo kyene me.

Note: (Instructor) Can you think of other ways of reinforcing
this lesson on "kyene" or "sene"?

LESSON XXV

49. A visits B, a colleague, in B's house (in the morning)

A. Kokoko! Yoo!

B. Amee! Hwan a?

A. Yes met Kofi a.

B. O, Owura Kofi, bra mu.

A. Owura, maakiye.

B. Kyea me ε, (Stretching out his hand)

Yaa, Onua (while they shake hands).

W' app mu ε?

A. Bekoo.

Na wo nso ε?

B. Nyame adom, εye.

A. Yeda Onyame ase.

B. Adwa nie mepa wo kyesw, tena ase.

A. Yoo, meda ase.

B. Webenom deen?

A. Na edeen ha woso?

B. O, okukuseku, bransco, beer, fanta, sprite ...

A. Ma me beer. (Beer is served)

B. Akwaaba.

A. Yaa, onua.

B. Na ekwan so? (Alternative: Amaines?)

A. Ekwan so see bekoo. Mebesraa wo.

B. Yoo, meda ase ne nsra.

A. Na eha ε?

B. Eha nso deg, ohia ne kom no ara na ewo ha.

A. Yoo, mo-ne-ka.

B. Yaa, εson.

Notes: i. Explanation of difficult words: e.g. sra, ohia, kom.

ii. The dialogue is to be practised.

iii. The dialogue is then acted until mastered.

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LESSON XXVI

50. Sentence drill: ekom; sukōm; mee.

- (a) i. A. Ekam de me.
Ekom de me kakra.
Ekam de me pii.
Ekom de me papaapa.

B. Me des, ekom nne me.

ii. A. Sukom de me.
Sukom de me yie.
Sukom de me pri.
Sukom de me papaapa.

B. Wobca! sukom nne wo.

- (b) A. Manee
Madidi amee.

B. Me des, medidi a, memmee.

Note: i. Nankom, hsakom, sigaretkom (de me).

ii. Also, Efo (Tiafi), dwonso, etc. de me.

51. i. A. Awō {de me.
Awō de me; yie: mégye di se méyare.

B. Wonnyare: awō wom.

ii. A. Ahohuro de me.
Ahohuro de me papaapa.

B. Me des, awō de me.

iii. Awō wom yie.
Ahohuro wom papaapa. [etc.]

LESSON XXVII.

52. A says good-bye to B: A takes leave of B.

A. Mery s mésra kwan kora.

B. Adhi, seesei.

A. Ese se mekara; yareko nhhyiamu.

B. Yoo, ennés akwan da fam.

A. (As he leaves) Makra yo.

B. Yoo, nante yie oo! Wonya kwan a, bra bi.

A. Yoo, meda ase.

B. Nokpa mekyea wo yere!

A. Yoo, obate.

Notes: i. Attention on: sra kwan, seesei, ese se,

nhhyiamu, obate.

ii. The dialogue is to be practised, acted until mastered.

iii. [REDACTED] of No. 17.

LESSON XXVIII

53. Sentence drill: who: "Hwan"

i. Hwan na obaa ha?

ii. Hwan na obaa ha?

Hwan na odi fufuo?

Hwan na ofreeame?

Hwan na oka kaa?

Hwan na otensaa asee?

Hwan na onim Twi?

Hwan na okaa saa?

iii. Hwan na obeko Nkran?

iv. Hwan na

Hwan na obeto mpaboa.

Hwan na

Hwan na oreba ha?

Hwan na

Note: "Hwan" is a question word, as in "WHO told you".

It is never used like the "who" in "The man who
came here is my friend", - there is another way
of expressing this in Twi.

54. Revision: 49 and 52 combined.

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LESSON XXIX

55. Sentence practice: Pe (to like; to be fond of, etc.)

i. Nepe kwadu.

Mepe dwom.

wope asem.

wope nkommoo

ope n'asem.

ope nantees.

ompé mmirika.

ompé awia:

ii. Kofi pe. (Kofi likes it)

Amma nso pe.

Yaa pe agoro.

Hwan na ompe adusine?

Hwan na ompe sika?

Eden na wope?

Aden na wope borofene.

iii. (Learners) own sentences.

56. Sentence practice: Nepe se ... (I should like to ...)

i. Mepe se meto dwom.

mepe se mésra kwan koro.

mepe se meka Twi.

mepe se wobesra me.

ii. Wope se: woto dwom ana?

wohu mé ana?

wobisa me asem?

iii. Ope se okoro.

Ope se adidie.

Ope se oka asem.

Ope se okenkana.

Notes: i. These are to be practised and mastered.

ii. Pictorial or tabular devices can be employed
to establish these patterns above.

LESSON XXX

57. Parts of the human body:

(a) i. Ti (tiri, tire), ani, aso, ano, ~~ehwanc~~, abodwee, ekon, basa, nsa; koko(o), nuru, yafunu (yam), asene, sisi; sto(o), nan, sra, kotodwe; nantu(o), nan-ase.

ii. Other parts to be taught:

ese, tekyerema, anomu;

bodwess;

tiripwi;

nsam, nsateaa, bawere; nansowaa.

(b) Sentence practice:

i. Me nsa, Nofi nsá; hwan nsa, nie? (etc.)

ii. A. Woyare wo he? B. me kotodwe,

me ti,
me yam (etc.)

Note: Other devices may be adopted to establish these.

LESSON XXXI

58. Fruits to buy, and the currency to use:

i. Currency: "pesewa, mpesewa aduondu, sidi, mienisa n'a.

ii. Fruits: atakor, aborobe, nkatese, kwadu, borofere; mako, nkruma, adua, nyandewa, ataroo, entoosi; etc.

Note: Improve "we" and revise "di", and use them in sentences like: Medi aborobe, mewe nkatese, etc.

59. Sentence practice: Megye di se (I think that ... I believe that).

Megye di se Kofi wa ho.

Megye di se wope nsafufuo.

Megye di se eya.

Notes: i. "Megye di se ..." may be translated: I believe that ..., I presume that .., I hope that...

ii. The negative form is: Mennye nni se
The sentences may be tried in the negatives.

iii. After the "sentence Practice" No.58 may be recapitulated.

LESSON XXXII

60. A buys oranges from B. They haggle about the price.

A.	Ankaa-wura, sen sen?	A. Mpesewa nsoop.
B.	Wobeto bi?	B. Fa sika brâ.
	Mmiansa mpesewa du.	Menkyekyere ho?
A.	Ne boayé den: te so.	A. O dabi, sho nhia.
B.	Ala me mpesewa nwawte.	Mpesewa 20: wowo nsesa?
A.	Adabraka.	B. Aane. Mesesa wo mpesewa 13.
B.	No nsó karbi.	
A.	Mema wo mpesewa nnum.	A. Aane. To me so e.
B.	Adabraka.	B. Ei, Owura! Gye e. Wo nsesa nso nie.
		A. Yoo, meda ase.

Notes: i. Translation of the dialogue to show the trend.
ii. Words to discuss: Ankaa-wura (Kwadu-wura, etc.),
te so, to so; adabraka; kyekyere; kye kyeré ho;
shia, enhia; sesá (w.) hsesá (n); Gye e.

LESSON XXXIII

61. Dialogue of buying: Practice of No.60. It may be acted over and over again between different pairs until it is mastered.

62. Sentence Practice: Ese se (Ewo se)

- | | |
|----------------------|---------------------------|
| i. Ese se Kofi koda. | ii. Ese se wohu no? |
| Ese se metwen. | Ese se yeyo yen |
| Ese se oba ha. | adyuma yie. |
| | Ese se Amma ko sukuu nns. |

63. Notes: (a) The negative is "Ense sa":
e.g. Ense sa wosere no.

(b) A variant of "Ese se" is "Ewo se"; the negative of the latter is "Enni" e.g. Enni se wosu.

(c) After discussing (a) and (b) the sentences may be practised with the variants as well as the positive and negative forms of the terms being studied.

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LESSON XXXIV

64. Reporta a el te

A. Owura, wobako koran.

B. Noyure so le?

A. Fe tñ, nge mñ.

B. E ka workahunu Dokota?

A. Dñti, wefaqna ne aduro.

B. Ose nom kñuse ye no deen?

A. Ose newfa nso.

B. He, se wobako dokota n, ko.

A. Menni sika.

B. Gye sidi mienu na ko dokota ntem.

A. Yoo, meda ase.

B. Nna ase.

65. Notes: i. Mente apo; meyare; menni ahoden.

ii. Ye ti/mu/nsa/së/yam etc.

iii. Nom/fa/sra/so/wasa/hem/punu
sa/tua/pusu/mene/ye/kyere so/tete
so/tota so/ hua/tasere/di/dwure/
tena so/bobo.

iv. The "conversation" is to be gone through first and foremost; then a treatment of any difficulties together with "Notes i-iii"; and then a further practice (and acting) of the whole conversation.

LESSON XXV

66. Vocabulary: yesterday, tomorrow, yesterday, plan,
yesterday, plan, plan, plan, plan, plan
- (a) i. Opai kye kye kye. ii. Opai kye kye kye
kye kye kye kye. iii. kye kye kye kye.
- (b) i. kye kye kye kye. ii. Ko kye kye kye kye.
kye kye kye kye. iii. kye kye kye kye.
- (c) i. Opai kye kye. ii. Yedii wutuo nnora.
kye kye kye kye. iii. kye kye kye kye.

67. Notes: i. There is opportunity here to deal with:

anapa, anka, anwummers, anadwo.

(See No. 85)

ii. The Instructor may use his own methodology
in dealing with the material in this lesson.

LESSON XXXVI

68. Revision of No.25: Bosome a atwam yi, or
Bosome a atwaam yi. etc.

69. Sentence drill: Eys me ya (a, b, c).

(a) Of Physical pain: (b) Pitying:

Me nany e me ya.

Eys me ya se wamma.

Me tiri ye me ya.

Eys me ya se mernni
sika.

Wo nsa y e wo ya anaa?

Eys me ya se 'woresee
wo bere.

N'ani y e no ya anaa?

Eys me ya se woanrya
bi anto.

Me ho y e me ya.

Wo he na eys wo ya?

(c) Apology: Eys me ya se maka akyi(re).

Eys me ya se mekaa saa.

Eys me ya se mamma.

Eys me ya se mereha woo.

Note: i. Difficulties are to be dealt with.

ii. The sentences are to be practised.

iii. New words: see, bere, nya, hat (to trouble)

iv. The Instructor may set up his own role-
plays in which some of these expressions
may be put into use.

LESSON XXXVII

70. Sentence practice: Aden: Why: (used only at the initial position in the sentences).

To be explained and practised: Note the emphasis:

Why is it that

i. Aden na woba ha? ii. Aden na worekoro?

Aden na wote ha?

Aden na wotoo aduane?

Aden na woresua Twi?

Aden na wompe se wokasa?

Aden na wo hwe me saa?

Aden na woresere?

71 Notes: i. New words: hwe, sere

ii. "Efiri se" and "Enye hwéé" are to be introduced. The questions may now be practised in a dialogue form: eg.

A. Aden na wohwe me saa?

B. Enye hwéé; (or) Nehwe wo, enfiri se

wo ho ye fe

The sentences will be taken up one by one, and answered, every one getting a turn.

iii. In a sentence like: "Because I said that/so, he left" would be translated not with "Efiri se", but with another "Because" which is "enam se... nti".
The translation then becomes: Enam se mekaa saa nti, okoe.

72. (i) Revision of the numerals to 1 million.

(ii) The personal numerals; 1-9, being: baako, baanu, baase, baanan, baanum, baasia, baason, baawotwe, baakron, to be practised, e.g. Mmofra baasa bi wo ha.

Yeye nnipa baasia.

Strictly speaking, it is "akonnwa biako" and.
NOT "akonnwa baako"

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LESSON XXXVIII

73. Vocab. for buying and selling:

- i. Fruits and vegetables: (see no. 58). Also borodee, paya, nkruma, bayera, amankani, kute, abe, asaa, aburoo, n.a.
- ii. Household goods: prete, ayowa, atere, adidisseka, eta, kukuo; mpaboa, ataadee, skye, ntoma, akonwa, (adwa), spono, pond, abua, kuruwa, prae, wome, wadury, n.a.

74. A buys from B at B's shop:

- A. Owura, mepa wo kyaw, ntoma yei sen?
- B. Ne boɔ̄ sidi du.
- A. Nepa wo kyew, yente so?
- B. Dabi, nanso se wobeta a, fa no sidi nkron.
- A. Nepa wo kyew, worennye nwotwe?
- B. Fa bra.
- A. Yoo, nanso twen kakay, mepa ss mehwa wo
mprete ne kuruwa ne hkyense yi nso.
- B. Yoo, meton na to bi na ménys wo yie.
- A. Nde befiri me?
- B. Mepa wo kyew, sha dee yanfiri adee.
- A. To na kope bosea batua ka.
- B. Yoo, mate, que sidi nwotwe yi nse.
- A. Yoo, meda ase.

Note: The "Conversation" is to be practised, and timer acted as the rest look on or in pairs when all get going at the same time.

LESSON XXXIX

75. Revision of No. 74.

76. Sentence practice: "whether or". (This is expressed in Twi by the use of "oo")

i. Obesba oo, onemma oo, emfa me ho!

(Oremma: pronounced, comma).

ii. Odidi oo, onnidi oo, mentumi nkyersi.

iii. Nokasa 'oo, woanasa oo, obefre wo.

iv. Abofra no da oo, onna oo, onnim.

77. Sentence practice: But - nanso

i. Mekoo ho, nanso manka asem ho bi.

ii. Onim ye des, nanso onto ni agya.

iii. Ope su, nanso trea losere.

iv. Ekwano ware des, nanso yebeko.

LESSON XL

78. Seeking or showing Direction:
B helps A to find his way to the U.T.C. Shop:

- A. N'epa wo kyew, kyeré me U.T.C. sotso kwan.
B. Tra polisini yi na kó w'aním tée.
A. Nkwanta bi wo m'aním anaa?
B. Aane, nkwanta bi wo ho.
Nokoto a, fa benkum.
A. Ehéé, edean bio!
B. Womane benkum a, U.T.C. wo ho ara.
A. Na edwan nso wo he?
B. Ewo U.T.C. akyiri ho ara.
A. Yoo, Owura, meda ase.
B. O, nna ase.

Notes: i. New words to be discussed: tra, polisini; mane,
koto, nkwanta, ho ara.

ii. The conversation should not be merely read but
each Learner should get the essential terms and
use them in his own expressions - a point to which
the practice should be geared.

79. Sentence practice: Mpo - even.

- i. Wo n'eo wónni bi na mè. ii. Wanhwá m'aním mpo.
Me mpo atumi aye. Nsuo mpo mannon bi.
Ono mpo atumi atua ka na wo. Wo jdees mpo wo tiri
Yéi mpo, Nyame adon ara kwa ye se woanya kakra.
na yéngéé. Enne mpo ni na okyena.

Note: Difficult sentences may be broken into simple forms for
study, and then joined up again for practice.
e.g., "mannom bi"; "nnsu mpo" Then,

"nsuo mpo mannom bi".

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LESSON XVI

80. Sentence practice: Edeen - what?

- (a) i. Edeen na wodie? ii. Edeen na yebanya?
Edeen na wowo? Edeen na, wobeto?
Edeen na wotaa to? Edeen na asees?
- (b) i. Wore'pa deen? (Woops) ii. Wobeyo deen?
Wose deen? Wobeyo deen?
Ose deen? Wobenom deen?
Wobema me deen?
- (c) i. Edeen a? iv. Efiri deen?
ii. Edeen ntira? v. Enam deen so?
iii. Edeen asem(a)? Wobanya deen?

Notes: i. New words to explain: nya, se, ma, ntira,
asem.

ii. The questions may be practised with their
appropriate answers:

e.g. Wase deen? (Ans.) Mese ma me sika.
Mese ma me kwān.
Mese tua no ka.

("Wose deen" is like "pardon me" when you want a
statement repeated.)

iii. Role-plays and other ways may be used to
establish the expressions with "Edeen"
(what).

LESSON XLII

81. Sentence practice: se..... a: "If" and "when" clauses.

(a) "IF": Se..... a,

- i. Se osuo to a, meko afuom. If it rains, I'll go to farm.
- ii. Se yehu no a, yebeko. If we see him, we shall go.
- iii. Se oba a, ebeye me de. If he comes, I'll be happy.
- iv. Se wodi a, wobseyare. If you eat (it), you will fall ill.

(b) "When": Se..... a

- i. Se oba a, ko. When he comes, go.
- ii. Se ofena ase a, fri me, call me. When he takes his seat, call me.
- iii. Se wohu me a sere. When you see me, smile (laugh).
- iv. Se woko fie a, kyea wo nua ma me. When you go home, greet your brother for me.

Notes: i. New words to be discussed: afuom; beko/bessa/edi
• (de-) future prefix sere; kyea; hu/munu; ye'ds.

ii. The subordinate clause "Se, a;" (should always) remain at the initial position: (See examples above).

82. To be translated into Twi (in turns) - orally:

- i. When I am not sick, I eat much food.
- ii. If you talk, don't call me.
- iii. Say it again when you sit down.
- iv. When I drive, I go slowly.
- v. I don't like talking when I drink.
- vi. If you like, dance the highlife.
- vii. Don't laugh when you are singing.

LESSON XLIII

83. Revision of No. 66

Mnora (yesterday), Enns (today), Skycnar (tomorrow)

- (a) Nnora: Mɛkɔ̄ hɔ̄ nnora. (b) Enne
Odii fufuo nnora. Ni. Yadi dɔ̄kono nne.
Okaa kap nnora. Enne yesua Twi.
Yenomm nsa nnora.

(b) Enne:
ii. Makɔ̄ Kumase nne. iii. Wosaa highlife nne.
Enne ɔ̄bato dwom. Yeyɔ̄ adwuma nne.
iv. Mewɔ̄ ha nne? Moreko he nne?
Mete aseɛ nne? Yeredi deɛn nne?

(c) Okyena:
i. Yebɛkɔ̄ hɔ̄ okyena. ii. Okyena, yebɛhyia.
Bra me fie okyena. Okyena, bɛsra me.

84. Extension of 83:

Nnáano - the day before yesterday. Nne (ára) - today
(with emphasis)

Okyena-akyi - the day after tomorrow.

- i. Yadii banlye nnaaneo; nne nsò yeredi bankye; enti ökyena yereñni bankye bio.
 - ii. Yeøekö Kofi Kurom ökyena-akyi.
 - iii. Yebéduru 'Kumase' nne ará.

Notes

- i. Attention on site asees, bankye, duru.
 - ii. Much practice
 - iii. Other aids may be employed.

LESSON XLIV

35. New words to be explained: (a) Anɔpa - morning, Awia - noon-tide, Anwummers - evening; Awia - day; Anadwo - night.

(b) to dwɔr, ko adwuma, sua Twi, so kanea, tu kwan,
di agoro, ko nhylamu, enti enna.

36. i. Neka kaa anɔpa. ii. Menko adwuma awia;
Kofi to dwom anɔpa Meko adwuma anadwo.

iii. Neso kanea anadwo. iv. Oka kaa anadwo.
Nenso kanea anɔpa. Onka kaa awia.

v. Yeto dwom anɔpa biara, vi. Yetu kwan awia,
enna yedi agoro anwummers. ko nhylamu anwummers.

vii. Kofi ko nhylamu anɔpa. viii. Wotu kwan anadwo,
Onko nhylamu anadwo. enti woso kanea anadwo.

ix. Menom tii anwummers. x. Yerenni agoro nne.
no nso woñom tii anwummers. Yerekö nhylamu awia yi.

Note: There should be opportunity for the learners to make sentences of their own using these terms above.

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LESSON XLV

87. Sentence drill: Bere bən (lit. "what time") - when.

- (a) i. Bere bən na wonom tii? ii. Bere bən na wokoo ho?
Bere bən na woko adwuma? Bere bən na yekaa saa?
Bere bən na yefiri asee? Bere bən na wobaa ha?
Bere bən na okyeré adee? Bere bən na wotoo dwom?
- iii. Bere bən na oreba? iv. Wonom tii bere bən?
Bere bən na yerekoro? Yekaa saa bere bən?
Bere bən na obedi smo? Yerekò ho bere bən?
Bere bən na yebesa high-life? Yebesa highlife
bere bən?

(c) Questions and answers:

- i. Q. Bere bən na wonom tii? Ans. Menom tii ancpa/
awia etc.
ii. " Bere bən na wobaa ha! " Nebaa ha nnora.
iii. " Bere bən na oreba? " Oreba awummers yi.
iv. " Yekosa highlife bere bən Yebesa highlife
nne/okyena.

Notes:

- i. Berebá, p. 61, Sec. 109.
ii. vocabs. (Revision): firi asee, ko adwuma, ka
saa, to dwom.
iii. Learners may be given the chance to put the
questions for the others to answer, working
in turns.

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LESSON XVI

88. Sentence practice: (a) ... pe; (b) se ... pe;

(a) i. Neko ho pe, obeyo adwuma no.

Oba ha pe, mebisa no asem.

Yeto dwom pe, obesere.

Yobo highlife pe, obeko fie.

ii. Kofi ba ho pe, firi adi.

Note asee pe, kasa.

Nohu no pe, fré pe.

Oka saa pe, team.

(b) Se obere pe ayere, etc.

Se tohyuru se oyare pe a, ma no adure.

Se note asem no pe a, hunta.

Se shyen ho tu pe a, bra fie.

(c) i. pe, etc.

ii. pe, etc.

89. Notes: i. Vocab. (Revision): ya-adwuma, bisa, sare,

to dwom. (New Words): firi adi, team, sare

hunta, fie.

ii. Further practice of (a) and (b) should be done after the discussion of the vocabulary.

LESSON XLVII

90. Sentence practice: Fa to etc. (Negative: "fa ntō...")

(a) i. Fa to ho. ii. Fa sika no to ho.

Fa pensere no to ha.

Fa nwoma no to mu/so etc.

iii. Fa nwoma no to pono no so/mu/ase etc.

Sika Jadaka
pensere akonnwa

(b) i. Fa gu ho. ii. Fa ntoma no gu ho.

Fa gu ha. Fa anwea no gu ha.

Fa gu so/mu etc. Fa abod no gu so/mu etc.

iii. Fa ntoma no gu mpa no so/ase.

anwea adaka
abod bato
nsuo kaa.

(c) i. Fa si ho. ii. Fa nhwiren no si ho.

Fa si ha. Fa tii no si ha.

Fa si mu/so etc. Fa sika no si so/mu etc.

iii. Fa nhwiren no si pono no so/ase/mu etc.

nsuo kaa
sika dan
tii apata.

Notes: i. Vocabs: anwea, nhwiren, tii, dan, apata, mpa.

ii. The negative forms "Mfa nhwiren no nsi ha"
etc. should also be practised.

LESSON XLVIII

918 Sentence practice:

Fa bra (bring); Fa ko (take away).

Fa bra (bring to); Fa koma (take "away" to)

- (a) i. Fa bra. ii. Fa ko.
Fa bra ha. Fa ko ho.
Fa bra ntem. Fa ko ntem.
Fa bra ho. Fa ko nne 'ara.

(b) With datives: "Fa bra" becomes "Fa bra" and
"Fa ko" becomes "Fa koma".

- i. Fa bra me. ii. Fa koma no.
Fa bra no. Fa koma won.
Fa bra yen. Fa koma won nyinaa.
Fa bra won. Fa koma ono nkutoo.

(c) With accusatives without datives, the forms are:
"Fa bra" and "Fa ko".

- i. Fa nsuo bra. ii. Fa nsuo ko.
Fa akonwa bra ha. Fa akonwa ko ho.
Fa sika bra ntem. Fa sika ko seesei.

(d) The dative is introduced, and therefore the forms
change accordingly as before (see b. above).

- i. Fa sika bra me. ii. Fa ntoma koma Amma.
Fa nnoma pa bra Kofi. Fa aduané koma mmoa no.
Fa nhyira bra me. Fa sika koma Akua.

(e) Notes: i. Negatives: Fa bra: mfa mma.
Fa bra me: mfa mire me.
Fa ko: mfa nkó.
Fa nsuo koma Yaw: mfa nsuo
nkoma Yaw.

ii. Methodology: At the discretion of the Instructor.

LESSON XLIIX

92. Sentence practice: Mede to etc.: Negative - Memfa nto...etc.

- | | |
|---|--|
| i. Mede to ho.
gu ha.
si so/mu etc. | ii. Mede pansera no to ho.
tii gu kočpo mu.
ntoma si pono ase. |
| iii. Mede ntoma no to pono
sika to adaka
anwea si akonnwa
ntoma bōtō
pensere kaa
nhwiren mpe
tii bokiti | no so/ase/mu etc.
anwea no si
ntoma
pensere no si
nhwiren no si
bokiti no si |

Note: The negative forms "Memfa tii nsi akonnwa so" should also be practised: Kofi..../Amma de etc. should also be introduced.

93. Sentence practice: Eye (i) (No more, thank you) I have had enough;

(ii) O.K. (iii). It is alright.

(iv) (No, thank you) I can manage it.

- | | |
|----------------------------------|----------------|
| i. Wobenom bio anaa | (Ans.) O, eye. |
| Memma wo "cake" yi kakra? | O, eye. |
| ii. Mede sika no ana no. | " Yoo eye. |
| Ode kaa no asi dua no
ase. | " Yoo eye. |
| iii. Ete san? | " Eye. |
| Ketewa no bi na menya
maa woo | " Eye. |
| iv. Memfa wo nko anaa | " O, eye. |
| Wo yare na begye aduro | " O, eye. |

LESSON L

94. Reading the clock:

- (a) To be mastered: i. dənko, nnɔntiŋnu, nnɔnmienṣa, nnɔnnan, nnɔnum, nnɔnsia, nnɔnson, nnɔnwotwe, nnɔnkron, nnɔndu, nnɔnlubiako, nnɔndumienu.
ii. dənko ne fa; dənko mpaemu;
nnɔnmienṣa ne fa; nnɔnmienu mpaemu;
nnɔnmienṣa ne fa; nnɔnmienṣa mpaemu; etc.
- (b) Ika simma ("minute") du na abo dənko.
Ika simma dunum na abo nnɔnsia; etc.
- (c) Dənko apa no simma ("minute") aduonu.
Nnɔnmienṣa apa no simma ("minuté") num; etc.
- (d) Nnɔnnan ne simma nwotwe.
Nnɔnsia ne simma dunum; etc.

95. General practice: Aba ahe? (The answer patterns are in 94 a, b, c, and d.)

- Notes:
- i. Vocab. Ebaye: it's about ... (alternative: abo baye ...)
 - ii. Learners should be given their turn to put the question for the others to answer. The whole exercise should be practised over and over again.
 - iii. The lesson proceeds better with a clock, or, with a paper clock, or at least the diagram of a clock on the blackboard.

LESSON LI

95. Vocab. i. New words: sim; duru; afe/nannan ni etc. nkutoo.

ii. Revision: ko, ba, da, nom, di.

97. Revision: Bere ben(No.87)

Question: Bere ben na obaa ha?

Pattern answers: i. Obaa ha nnonsia ne fa.

ii. Obaa ha nnora anadwo.

iii. Obaa ha nnaanoo anummers.

iv. Obaa ha nnaanoo Dwoada.

v. Obaa ha Wukuada a etwaam yi.

vi. Obaa ha anopa yi.

vii. Obaa ha, mfee nnan ni.

viii. Obaa ha, akye.

ix. Obaa ha, adi abosome mmieno.

x. Obaa ha nne ara/nnora nkutoo.

Note: (a) The question could be diversified:

e.g. Yesiim bere ben?

Obaa ha bere ben?

Bere ben na moduruu ho?

(use the other verbs too).

(b) Answers should be related to the question.

LESSON LIN

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98. Relations:

(a) Pronunciation drill:

papa, maame, nua, ba, wofa, nana,
kunu, yere, yonko, agya, ase, akonta,
adawfo, abofra.

(b) Sentence practice:

Question: Owura yi ye hwan?

Awuraa yi ye hwan? (or) Awuraa yi nso e?

Abofraa yi ye hwan? (or) bofra yi nso e?

- Answer: i. Oye me papa. ii. Oye m' agya.
Oye me maame. Oye m' ase
Oye me nua. Oye m' akonta.
Oye me ba. Oye m' adawfo.
Oye me wofa. Oye m' abofra.
Oye me nana.
Oye me kunu.
Oye me yere.
Oye me yonko.
Oye me sewaa.
Oye me kora.

99. Note: Another term for "Maame" is "na"; and for "papa" or "Agya" is "Se". Paternal uncles and aunts are "fathers", and maternal aunts are "mothers": hence "agya panin" and "agya kuma", and "Sewaa"; and "Ema kumaa" and "Ema panin". Maternal uncle is "wofa" - one's true avuncular relative.

LESSON LIII

100. Can; To be able, etc.

(a) Sentence drill:

i. Metumi kaa.

Metumi di fufuo.

Otumi to dwom.

Otumi sa azowa.

ii. free to ... (if you wish)

Wotumi frē no.

Yetumi to aduane ha.

Wotumi ko.

Wotumi ka bi.

(b) Questions and answers:

i. Q. Wotumi kaa? Ans. Aane, metumi ka kaa biara.

ii. Wotumi di Ghana
aduane?

Aane, metumi di Ghana
aduane.

iii. Otumi ka Twi?

Aane, otumi ka Twi.
papaapa.

iv. Otumi sa highlife?

Aane, otumi sa highlife.
papaapa.

101. The negative forms ... ntumi nka/nni etc.

i. Merentumi nka kaa, etc. (see 100 (i)).

ii. Wontumi nka saa nkyere me, woate?

iii. Q. Morontumi nko anaa? Ans. Dabi, merentumi nko.
Ontumi nkasa anaa?

Dabi, ontumi nkasa
koraa.

Note: 100 and 101 should be practised and mastered.

LESSON LIV

1c2. Conversations washing.

A. Mepa wo kyaw, hohoro wo nsa, na bra.

B. Wope se meyo biribi ma wo anaa?

A. Aane, meps se, yohoro me duku ne me mpasotam ma me.

B. Wowo nsuo, samina, bruu ne kyense?

A. Aane, mewp bi.

B. Na nnocma no wo a, hwano obeto so ama woo?

A. Ne nua beto so.

B. Wowo poro ne bidie?

A. Aana, mewo ne nmienubi.

B. Ehe na wobehata no?

A. Ahoma yi so.

B. Wie, mesi no fefeeffe.

A. Yoo, meda ase.

B. O, nna se.

Note: (a) Vocab. i. verbs:- hohoro: horo/si ii. nouns:

wo (to dry)

mpasotam

to so

sumiis-

hata

nnuraho

samina, kyense

bidie

(b) The conversation may now be practised over and over again. If the Learners deviate from the actual words here and use correct expressions of their own to embody the sense required - so much the better.

(c) The Instructor may employ "aids" to establish the vocabs in this lesson.

LESSON LV

103. Ennɛs (then, i.e. "in that case") ...

For practice:

i. Waba? Ennɛs ko. ii. A. Kofi ba ne me. B. Ennɛs fa ko.

Wops-fufuo? Ennɛs
bra e. Menim wo fie. Ennɛs bra ho.

Onim kwan? Ennɛs
onko e. Owo sika. Ennɛs ton

Yeate asee? Ennɛs
yensore. Orehwehwe wo. Ennɛs fre no.

104. afei (then, and then, also etc.)

i. Meto' dwom, afei mesa. ii. Okyere adee, afei

Oka kaa, afei odo, afuo. Ne ho ye fe, afei

Onhunu adee, afei onte asem. Onom nsā, afei

Owo ahodes, afei onim nwoma. Osa yadee, afei

105. (i) ansa; (ii) ansa na (before)

i. Used in the final position of the sentence:

Woboko? Ennɛs bo fmaden hu me ansa.

Wope a fe, nanso tua ka ansa.

Tia (dees) preka no ansa.

Yehae, nanso odae ansa.

ii. Used in the initial or medial positions of the

sentence:

Ho wie ansa ga woako.

Hwe m'anim ansa na woakasa.

Meredidi ansa ha makø.

Sim ansa na ade nnonnan.

Note: New words: sore, hwe, bo fmaden, tua ka.

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LESSON LVI

106. Revision: i. Conversation: No. 102.
ii. Relations: No. 98(b).

107. Eye me sa (It seems to me/It appears)

Sentence practice:

i. Eye me se wonim Hausa.

Eye me ss woyare.

Eye me se wochwehwa obi.

Eye me ss nobetami eye.

ii. Eye no ss yempe nsaafufuo.

Eye no ss menni sika.

Eye no ss ne yere wo ha.

Eye me sa wowa sika pii.

Note: With these as patterns, other sentences can
be made.

LESSON LVII

108. Conversation: Drumming, Dancing and Singing.

A and B talk on drumming, dancing and singing:

A. Mepe highlife papaapa.

B. Wonim sa?

A. Aane, menim highlife sa.

Menim highlife nnwom nso to.

B. Wotaa to dwom?

A. Aane, metaa to dwom, nkanka asore dwom.

Na wo nso wope asa ne dwontoɔ?

B. Mepe dwontoɔ. Afei, wɔka twene no yie a, mesa.

A. Mowɔ twenekani (ɔkyerɛma)?

B. Aane, yewɔ bi. ɔnim twene ka paa.

Note: New words: nkanka (especially), twene, ka
twene etc.

LESSON EIGHT

109. Revision: (i) Reading the clock: No. 94

(Bare a) obaa ha no, na abo nnonsia etc.

(Bare ben)P.49, Sec.87).

(ii) Tumi: Nos. 100 and 101.

110. It looks as if(i) Dabre (gyamaa);

(ii) Ase (ese)

For practice:

i. (a) Dabre woyare? (b.) Gyamaa woyare?

Dabre wontee dee aba? Gyamaa wontee dee aba?

Dabre yerenko nne? Gyamaa yerenko nne?

Dabre Kwadwo ada? Gyamaa Kwadwo ada?

ii. (a) Ase osuo yi bato. (b) Ese osuo yi bato.

Ase Kofi na oreba yi. Ese Kofi na oreba yi.

Ase wope, ase wompe. Ese wope, ese wompe.

Ase oresu, ase oresere. Ese oresu, ese oresere.

Note: Other sentences may be formed along these lines

(i.e. i. and ii).

LESSON LIX.

III. Every day commands:

- i. Bra (come); ~~bra~~ bra, bra ha; Akwasi ee, bra.
- ii. Gyae (stop); ha, gyae; Kofi, gyae; gyae sun.
- iii. Ko so (Go on; proceed; go ahead).
- iv. Fre (call); fre Amma ma me; fre no; fre won.
- v. Hwahwe (look for it; search for it; seek).
- vi. To twene (throw it away); to nam no twene.
(throw the meat away).
- vii. Nkasa (don't talk); nkasa, woate?
- viii. Tie (listen).
- ix. Hwe (look); hwe! (look here!); hwe adee.
- x. Sore (Get up; be upstanding); sore gyina ho;
sore ko.
- xi. Firi ho (Get away); firi ho ko; firi me so.
- xii. Gyina (halt); gyina ho; gyina kaa no ma me.
- xiii. Nyo (don't...); nyo saa; nyo saa bio.
- xiv. Ka bio (Say it again; repeat it).
- xv. Sere (laugh; smile).
- xvi. Team (shout); teateam (shout repeatedly).
- xvii. Di (eat it); didi (take some food); di ne nyinaa.
- xviii. Fa (take it; pick it up); fa ko/fa bra.
- xix. Kenkan (read it).
- xx. Tu mmirika (run; speed up).

Note: Drill in these. Each of them may be acted.

LESSON LX

112. Conversation:

In Church, before the start of the service, A whispers to B who is sitting besides him.

- A. Mepa wo kyew, hwan na pye asore npe?
B. Osakoo Kofi.
A. Mofiri asee bere ben?
B. Nnōnkron no fa; na yepon dubiako.
A. Aden na osor no kyere saa.
B. Yebø mpaeε, kenkan asuasem, to dwom, tie asenka no.
A. Wayi too?
B. Aane, osom no mu, yede prete beko obiara anit.
A. Mowø adwontofaq kuo?
B. Ane, yewø "choir"; yewø "singing Band" nso.
Afei yewø sanku dægbi. Megye di se wobøpa
yen som yi.
A. O aane, megye di saa.

Notes: i. New words: Asore (the church; prayer);
firi asee; pøn (to bring any session or meeting
to a close); bo mpaeε; asuasem (scripture
lesson); asenka. (preaching, sermon).
ii. The "Conversation" should be practised and
acted.

LESSON LVI

113. Sentence drill: Nso (also; although ... yet)

i. Wo nso wobeku bi nne?

Ono nso aba ha nne.

Yen nso yesua Twi.

Mo nso mommo maaoden.

ii. Oye ades; onim nyansah nso.

Oreye "Law"; oreye "Music" nso.

Wodua borodes a, diu kandu nso.

iii. Nso (although ... yet)

Onim, nso orenka da.

Oba ha daa, nso menhu no.

Meteam nso ente.

Onnasore, nso onim anyamesem.

114. Sentence drill: Enti/Nti (therefore; so; because of ...)

Enti na (that is why) etc.

i. Oyare, enti nha no.

Wonim ho, nti ko.

Osua ades nti onim ades.

Oyo adwuma, enti owo sika.

ii. Nti (because of...)

Wo nti meba ho.

Me-maame nti mehw sie.

Onyame adom nti mensuro.

iii. Enti na/Nti na (that is why ...)

Mannya kaa, enti na mamma.

Onnim obiara, enti na waye komm no.

Note: i. Ha (to trouble/worry); haw (noun: trouble: eye ohaw)

ii. Learners should be encouraged to use these patterns
in sentences of their own.

LESSON LXII

115. A intends to take a journey and talks to B about it:

- A. Maretu kau.
- B. Nobesim bere ben - okyenu?
- A. Dabi, enye daye nnyamienu ne nimma danum.
- B. Nole katekye?
- A. Dabi, mafa kau: mafa kau a, na meduru ntem.
- B. Wagye ahe?
- A. Sidi ne nyesewa aduonu pe.
- B. Akwansini ahe?
- A. Oha aduesq mmienu.
- B. Ennes eye.
- A. Eye dodo.
- B. Node adeson akesee?
- A. O dabi, adaka ketewa bi nkutoo.
Wise, yebabyia.

Note: The dialogue may be practised in pairs after
the drills.

New words and difficulties should be dealt with first.

LESSON ELEVEN

116. The songs for assemblies are to be taught.

(a) New words: swing, gun, gun.

i. Odonko tui me koro oo!

ii. Odonko te me na'menni.

iii. Odonko tui tui Adu.

(b) Abenaa b'ni ayi oo, o'se awu oo, ente oo!

Atuo rete pompon, reto pompon, neto pompon!

Emaa reku yooypo, rish yooypo, rish yooypo!

Twene reku krumkrum, reku krumkrum, reku krumkrum!

Abenaa b'ni ayi oo, o'se awu oo, ente oo!

Notes: i. New words: Odonko (the swing); otuo (gun)
bbaa (pl. emaa); twene (drum).

ii. The tunes are common and can be found in a booklet called "Songs, with their music, for gatherings". Compiled by Denteh for the Peace Corps, Ghana 1969 Summer Programme.

iii. They are meant to be rehearsed over and over again until they are mastered.

LESSON LXIV

117. The following Twi proverbs are to be explained, taught and learnt off by heart:

i. Ku me na tu.

"Kill me and fly", that is, Kill me, but you should continue to live until such time that you become too old to die, and then you will fly alive to the land of the ghosts. (There is a legend about an Ashanti woman who lived for countless number of years and eventually flew into space and disappeared!)

ii. Ahwene pa nkasa.

"Precious beads make no noise": The beads here refer to the strings of beads which women wear round their waist. These beads make noise when their users run, and it is the less valuable - like empty barrels - which make most sound.

iii. Abosobaa na ema ogya paae.

"It is the mallet that drives the wedge in to split the wood": This places some premium on reminders and importunity.

iv. Akoko a o'ni na odi abebe sre.

"The chicken who is always near the mother gets the thigh of the grasshopper", that is, the choicest part of the catch. (Out of sight, out of mind!).

118. Notes: i. The correct rendering of the proverbs should be established; then a repetition of the proverb should go on until each is mastered.

ii. Any of the previous lessons requiring attention may be recapitulated.

LESSON LXV

119. Awuradé Mpaeòò: The Lord's Prayer:

Yén Ágyà a wówó sóró, wò dín hó nité; W' ahennié mmrá.
Dèè wópé nyé àsàsé sò, sédèè éyé òsoró. Mà yén yén dáá
àduané hné. Ná fà yén áká firi yén, sédèè firi
wón à wòdé yén áká. Ná mfa yén nkó sohwe mù, ná yí
yén firi pòné mù: Ná wó ná ahennié. Mè túmí nè
ànimuonyám yé wó ldeá dáá. Amen.

120. Adidié Nhýiràsòò: The Grace before Meat:

Awuradé, yésrá wó, àduané à yén nsá áká yí hyira,
só má yén, ènám W'aldóm ntí. Amen.

121. Nhýirá: The Benediction.

Yén Áwuradé Jésù Krístò adóm, Nyankopón do, nè
Hoñhòñ Krónkrón áyoñkoyé nká yén nyináa dáá. Amen.